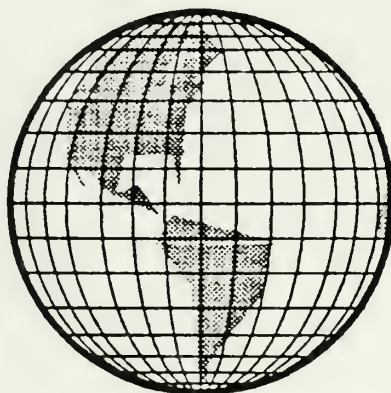


INTERIM  
PROGRAM OF STUDIES

---

SOCIAL STUDIES 10  
and  
SOCIAL STUDIES 13



Mandatory Implementation - September 1988

CURRICULUM

H  
69  
A252  
1988  
gr.10

ALTA  
300  
1988  
gr.10

CURRGDHT

CURR

Alberta  
EDUCATION

Curriculum Design Branch 1988



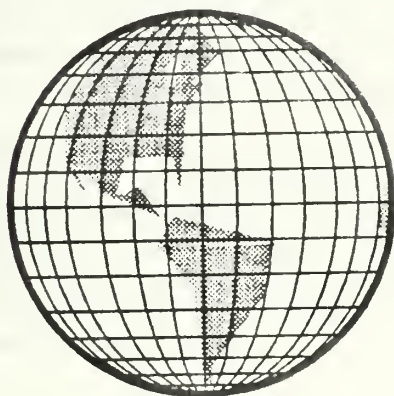
EX LIBRIS  
UNIVERSITATIS  
ALBERTÆNSIS

---

**INTERIM  
PROGRAM OF STUDIES**

---

**SOCIAL STUDIES 10  
and  
SOCIAL STUDIES 13**



**Mandatory Implementation - September 1988**

**Alberta**  
EDUCATION

Copyright © 1988, the Crown in Right of Alberta as represented by the Minister of Education. Permission is given by the copyright owner for any person to reproduce this publication or any part thereof for educational purposes and on a non-profit basis.

# INTRODUCTION TO THE INTERIM PROGRAM OF STUDIES FOR SOCIAL STUDIES 10 AND 13

The new social studies program for Alberta schools will begin with two social studies courses at the senior high school level, a revised Social Studies 10 course and a new Social Studies 13. These courses are mandated for implementation in September 1988. Since the new programs in senior high school are being introduced over three years (Social Studies 20-23 in September 1989; Social Studies 30-33 in September 1990), complete curriculum materials for each sequence will be available in 1990. The programs of study for Social Studies 10 and 13 will be referred to as interim documents until all courses in the sequence have been phased in.

The government's policy statement, *Secondary Education in Alberta* (1985), indicated the need for change in the social studies program. This policy provides the basis for such changes and establishes new directions for the future.

The interim Program of Studies for Social Studies 10 and 13 identifies the requirements of the new senior high social studies courses. The new program retains some of the important elements of the old, but with some significant changes in rationale and design, as well as content, skills and attitudes. Social studies retains its interdisciplinary approach, but the emphasis is now on responsible citizenship rather than effective citizenship. Citizenship education remains the focus of social studies but citizenship is not confined to a narrow definition such as "civics" or "our government", although knowledge of these will continue to be required within the larger concept.

A new approach to critical and creative thinking has been introduced in senior high school social studies. The critical and creative thinking goals stated in each topic are provided to help focus the material, but the degree to which students are able to address these goals will vary. Issues have not been removed from the social studies curriculum. In fact, at least one issue and one question must be addressed in each topic of study. The changes include the provision of a variety of inquiry strategies for addressing questions, problems and issues. When addressing material or issues of a controversial nature, instructors should consult the provincial policy on controversial issues.

An alternative sequence, Social Studies 13-23-33, will be provided for students who would have difficulty experiencing success in the 10-20-30 program. Social Studies 13-23-33 is a viable program with standards of student achievement that culminate in a diploma examination in Social Studies 33. Students in both Social Studies 10 and 13 will study responsible citizenship in Canada and then progress to a broader view of world citizenship in grades 11 and 12. Both routes should help students to understand their world and provide them with the knowledge and the skills to live in, to participate in, and to shape their world in the future.

The two sequences will be similar in content but differ in resources, instructional methodology and evaluation. Content similarity rests upon the premise that students need to acquire similar knowledge and develop similar skills to enable them to participate effectively and responsibly in modern society. The way in which knowledge is acquired and skills developed will be somewhat different in the two course sequences because the needs of the learner must be considered. The material must be accessible to the student, and the skill expectations realistic. The rate of development will vary, but if the skills and the knowledge are attainable, the student will experience success and, thus encouraged, will have the opportunity to build on that success. The evaluation will be different, since evaluation should reflect what has been taught and learned in the course.

The 13-23-33 course sequence is not intended for all General High School Diploma students, most of whom will continue to take Social Studies 10-20-30, as will all students who wish to earn an Advanced High School Diploma. It should be noted that by selecting their courses carefully, students may qualify for post-secondary education with either a general or an advanced diploma. Students

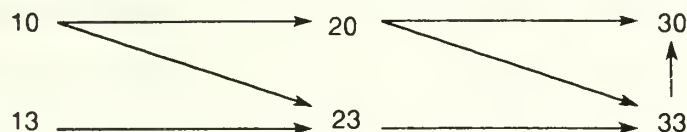




Digitized by the Internet Archive  
in 2012 with funding from  
University of Alberta Libraries

<http://archive.org/details/interimprogramof00albe>

who enter the 13-23-33 route are probably not intending to continue on to post-secondary education. Nevertheless, they will need a social studies program at the grade 12 level to meet the requirements of a general diploma. The recommended transfer points are illustrated below:



Once students enter high school, they need to attain a mark of 50% or better to advance to the next course. Upon successful completion of Social Studies 10, they may choose between Social Studies 20 and Social Studies 23. The recommended transfer point from the 13-23-33 route to the 10-20-30 route is from Social Studies 33 to Social Studies 30. Under the new regulations, the social sciences may not be used as replacement credits for social studies by students deemed to be in Grade 10 as of September 1, 1988. Principals will note that there are other alternatives, such as the retroactive credit option in which students take the next higher level course in a lower level sequence. This alternative is intended for use in exceptional cases.

All students must have 15 social studies credits including Social Studies 30 or 33 for a general diploma; advanced diploma students must complete 15 credits, including Social Studies 30.

New basic resources will be provided for the implementation of the new program along with additional recommended resources. The learning resources for the new program will be updated on an ongoing basis. The basic resources for the old Social 10 course will be changed to recommended resources and all resources currently listed will be gradually removed and replaced through the usual process in the L.R.D.C. Buyer's Guide. The new basic resources are listed below. These are eligible for the Secondary Education Implementation Credit Allocation Grant (SEICAG).

## SOCIAL STUDIES 10

### Topic A

#### Canada Today (Second Edition)

Scully, Angus L., Smith, Carl F. and McDevitt, Daniel J.  
 Scarborough, Ontario  
 Prentice-Hall Canada Inc., 1988  
 ISBN 0-13-113135-4

#### Discovering Canada: Shaping An Identity

Kirbyson, Ronald C., et al.  
 Scarborough, Ontario  
 Prentice-Hall Canada Inc., 1983  
 ISBN 0-13-215541-9

### Topic B

#### Canada Today (Second Edition)

Scully, Angus L., Smith, Carl F. and McDevitt, Daniel J.  
 Scarborough, Ontario  
 Prentice-Hall Canada Inc., 1988  
 ISBN 0-13-113135-4

#### Discovering Canada: Shaping An Identity

Kirbyson, Ronald C., et al.  
 Scarborough, Ontario  
 Prentice-Hall Canada Inc., 1983  
 ISBN 0-13-215541-9





## SOCIAL STUDIES 13

### Topic A

#### Canada - History in the Making

Bartlett, Gillian and Galivan, Janice  
Toronto  
John Wiley & Sons, 1986  
ISBN 0-471-79795-2

### Topic B

#### Canada - History in the Making

Bartlett, Gillian and Galivan, Janice  
Toronto  
John Wiley & Sons, 1986  
ISBN 0-471-79795-2

New recommended resources will be listed by L.R.D.C. as they become available. Recommended resources will not be eligible for the grant for resources under the Secondary Education Implementation Credit Allocation Grant (SEICAG).

It should be noted that the high school portion of the Social Studies I.O.P. program will begin in 1990 with Social Studies 16, followed by Social Studies 26 in 1991.



# SENIOR HIGH SCHOOL SOCIAL STUDIES

## TABLE OF CONTENTS

A.	Program Rationale and Philosophy .....	1
B.	Goal and Objectives of Social Studies .....	2 - 4
	Responsible Citizenship	
	Knowledge Objectives	
	Skill Objectives	
	Attitude Objectives	
C.	Content and Time Allotment .....	4
D.	Evaluation .....	4 - 5
	<b>Social Studies 10 - Canada in the Modern World .....</b>	<b>6 - 22</b>
Topic A -	<u>Canada in the 20th Century</u>	
	Description .....	7
	Critical and Creative Thinking .....	7
	Issues and Questions for Inquiry .....	7
	Content Objectives .....	7
	Knowledge Objectives .....	8 - 11
	Skill Objectives .....	12 - 13
	Attitude Objectives .....	14
Topic B -	<u>Citizenship in Canada</u>	
	Description .....	15
	Critical and Creative Thinking .....	15
	Issues and Questions for Inquiry .....	15
	Content Objectives .....	15
	Knowledge Objectives .....	16 - 19
	Skill Objectives .....	20 - 21
	Attitude Objectives .....	22
	<b>Social Studies 13 - Canada in the Modern World .....</b>	<b>23 - 39</b>
Topic A -	<u>Challenges for Canada in the 20th Century</u>	
	Description .....	24
	Critical and Creative Thinking .....	24
	Issues and Questions for Inquiry .....	24
	Content Objectives .....	25
	Knowledge Objectives .....	26 - 28
	Skill Objectives .....	29 - 30
	Attitude Objectives .....	31
Topic B -	<u>Citizenship in Canada</u>	
	Description .....	32
	Critical and Creative Thinking .....	32
	Issues and Questions for Inquiry .....	32
	Content Objectives .....	33
	Knowledge Objectives .....	34 - 36
	Skill Objectives .....	37 - 38
	Attitude Objectives .....	39



# SENIOR HIGH SCHOOL SOCIAL STUDIES

---

## A. PROGRAM RATIONALE AND PHILOSOPHY

---

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

---

Social studies is a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account:

**The Nature and Needs of the Learner:** The expected learnings are consistent with the social and intellectual maturity of the students.

**The Nature and Needs of a Changing Society:** The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

**The Nature of Knowledge in Each Subject Area:** The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

**The Learning Environment:** The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

## B. GOAL AND OBJECTIVES OF SOCIAL STUDIES

**RESPONSIBLE CITIZENSHIP** is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges of and keep pace with an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

**KNOWLEDGE OBJECTIVES** – To be a responsible citizen, one needs to be well informed about the past as well as the present, and to be prepared for the future by drawing on history and the social sciences disciplines. The knowledge objectives take into account the history of our community, the nature of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

**SKILL OBJECTIVES** – Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

- |                             |  |
|-----------------------------|--|
| <b>Process Skills</b>       | - skills that help one acquire, evaluate and use information and ideas |
| <b>Communication Skills</b> | - skills that help one express and present information and ideas       |
| <b>Participation Skills</b> | - skills that help one interact with others                            |



**Inquiry strategies** - Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues which need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". These sections are not intended to be exclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving, decision-making and inquiry process models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action. Large issues requiring a policy decision may be addressed through an inquiry strategy similar to the 1981 inquiry process model. (The strategies provided in curriculum documents vary from elementary through secondary levels.)

#### A MODEL FOR PROBLEM SOLVING

- Define a problem/question
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

#### A MODEL FOR DECISION MAKING

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Plan or take action consistent with the decision if desirable and feasible
- Evaluate the action plan and decision-making process

#### INQUIRY PROCESS MODEL (1981)

- Identify and focus on the issue
- Establish research questions and procedures
- Gather and organize data
- Analyze and evaluate data
- Synthesize data
- Resolve the issue (postpone taking action)
- Apply the decision
- Evaluate the decision and process

**ATTITUDE OBJECTIVES** – The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy including an appreciation of the rights, privileges, and responsibilities of citizenship in a democracy
- an attitude of responsibility toward the environment and community (local, regional, national, global).

## C. CONTENT AND TIME ALLOTMENT

### Senior High

The minimum time allotment per course shall be consistent with Alberta Education policy. It is intended that each topic should receive an equivalent amount of time within the time allotted for the course.

The required component comprises 80% of the program and is represented by topics and statements of objectives that follow. The required component contains the knowledge, skills and attitudes that all students should be expected to acquire.

The elective component should occupy 20% of the program. The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.

The study of current affairs adds considerably to the relevance, interest and immediacy of the Alberta Social Studies Program. Current affairs should be handled as inclusions and extensions of curricular objectives, not as a separate topic isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance provided that a balanced approach which encourages the goals of responsible citizenship is employed and the prescribed objectives of the course are met.

## D. EVALUATION

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement, and instructional resources.

Evaluation is important during all phases of planning and instruction. It should begin with diagnosis of student needs, and include consideration of ways that basic resources and support materials can be used to advantage in instruction. Formative evaluation, undertaken throughout the instruction phase, determines how well students are achieving prescribed objectives, and permits the planning of specific learning experiences. Final or summative evaluation should occur at the end of each prescribed topic. Usually, its purpose is to assign a grade and assess the degree of overall success in meeting learning objectives.

In social studies:

- evaluation should be a continuous process
- evaluation should encompass the full range of social studies objectives
- evaluation of selected objectives should be a cooperative process involving students and teachers
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments
- records should be maintained to provide sufficient information for decision-making purposes
- evaluation should enable judgments to be made about the relationship between personal teaching style, instructional resources and student achievement
- evaluation should comply with local accreditation policies.

Weighting – To evaluate the course or each topic (unit), knowledge and skill objectives should have balanced weighting.

Attitudes – To prepare students for citizenship, schools must help them develop constructive attitudes. Attitude objectives should receive continuous and informal evaluation.



# **SOCIAL STUDIES 10**

## **Canada in the Modern World**

**Topic A: Canada in the 20th Century**

**Topic B: Citizenship in Canada**





# **SOCIAL STUDIES 10**

## **Topic A: Canada in the 20th Century**

---

### **DESCRIPTION**

Students will acquire an understanding of forces and events that have influenced the development of Canada and are shaping the lives of Canadians today. This study will focus on the achievement and maintenance of Canada's sovereignty, the effects of regionalism and the development of a national identity.

### **CRITICAL AND CREATIVE THINKING**

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) assess the action required to maintain Canadian sovereignty in an interdependent world
- b) interpret the long-term effects of regionalism on Canada
- c) assess the importance of Canada developing a strong national identity.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

### **ISSUES AND QUESTIONS FOR INQUIRY**

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

#### Issues:

- a) Should Canada maintain her sovereignty at all costs?
- b) Should Canada continue to be a part of various alliances or do they compromise her sovereignty?
- c) Should Canadians pursue a strong national identity at all costs?

#### Questions:

- d) What is the Canadian identity?
- e) How are bilingualism and multiculturalism strengthening Canada?
- f) To what extent does the regional nature of Canada affect Canadian sovereignty?

### **CONTENT OBJECTIVES**

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

## KNOWLEDGE OBJECTIVES

The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<b>Theme I: Sovereignty</b>  Students should understand that:	The following concepts should be developed:	<b>A study of Canada as a nation-state.</b>  <u>A brief review of Canada's geographic location in the world:</u> <ul style="list-style-type: none"> <li>• boundaries</li> <li>• trade and transport links to the world</li> </ul> <u>Historical and current involvements:</u> <ul style="list-style-type: none"> <li>• Canada's role in WWI               <ul style="list-style-type: none"> <li>– aims and contributions</li> <li>– consequences</li> </ul> </li> <li>• attaining independence               <ul style="list-style-type: none"> <li>– Treaty of Versailles</li> <li>– League of Nations</li> <li>– Statute of Westminster, 1931</li> <li>– Newfoundland, 1949</li> <li>– The Canada Act, 1982</li> <li>– The Constitution Act, 1982</li> </ul> </li> <li>• Canada's role in WWII               <ul style="list-style-type: none"> <li>– contributions</li> </ul> </li> <li>• Canada's role in the Cold War</li> <li>• current defence policy</li> </ul> <u>International relations:</u> <ul style="list-style-type: none"> <li>• Department of External Affairs</li> <li>• aims and objectives of Canada's foreign policy</li> </ul>
a) the achievement of sovereignty has been a developmental process shaped by internal and external forces	sovereignty nationhood nation-state	
b) sovereignty depends on recognition by other nations	national identity	
c) there are benefits and costs attached to independence	intervention	
d) nationhood requires interaction with other nations	international relations	
e) a nation's foreign policy must be balanced between its interests and the interests of other nations	national self-interest	

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme 1 continued:</b></p> <p>f) the consequences of foreign policy can result in conflict or cooperation with other nations</p> <p>g) in the international community, action by one nation may affect others</p>	<p>alliances</p> <p>global community middle power</p>	<p><b>A brief overview of Canada's involvement in the global community with attention to:</b></p> <p><u>Canada and the United Nations:</u></p> <ul style="list-style-type: none"> <li>• examples of Canadian involvement in selected UN agencies</li> <li>• peacekeeping activities (e.g., Suez crisis)</li> <li>• military actions (e.g., Korea)</li> </ul> <p><u>Canada/USA relations:</u></p> <ul style="list-style-type: none"> <li>• defence agreements <ul style="list-style-type: none"> <li>– NORAD</li> </ul> </li> <li>• boundary disputes (choose one example - Arctic, Northwest Passage, Fisheries)</li> <li>• trade (choose one example - Auto Pact, free trade, Investment Canada)</li> <li>• environment (choose one example - acid rain, water pollution)</li> </ul> <p><u>Canada and the Pacific Rim:</u></p> <ul style="list-style-type: none"> <li>• location</li> <li>• markets - trade</li> <li>• current initiatives</li> <li>• future importance</li> </ul> <p><u>Canada and Europe:</u></p> <ul style="list-style-type: none"> <li>• joint defence <ul style="list-style-type: none"> <li>– NATO</li> </ul> </li> <li>• trade and the EEC</li> </ul> <p><u>Canada and other international organizations i.e.:</u></p> <ul style="list-style-type: none"> <li>• Commonwealth</li> <li>• La Francophonie</li> </ul> <p><u>Canada and the developing world:</u></p> <ul style="list-style-type: none"> <li>• CIDA and selected examples of non-governmental organizations</li> </ul>

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme II: Regionalism</b></p> <p>Students should understand that:</p> <p>a) Canada is composed of geographic regions with diverse political, economic and cultural interests</p> <p>b) there are geographic factors that influence Canada's political, economic and social fabric</p> <p>c) regional differences both strengthen and challenge Canadian unity</p> <p>d) regional differences are accommodated in various ways</p> <p>e) regional differences have an effect on federal policy</p>	<p>regional diversity pluralism</p> <p>regional disparity</p> <p>national unity regional identity separatism alienation</p> <p>federalism</p> <p>equalization</p>	<ul style="list-style-type: none"> <li>select an example - aid and trade, technological training, education, investment and loans</li> </ul> <p><u>Canada and global concerns:</u></p> <ul style="list-style-type: none"> <li>select several examples for discussion               <ul style="list-style-type: none"> <li>GATT</li> <li>trade</li> <li>immigration policy</li> <li>environment</li> </ul> </li> </ul> <p><u>The regions of Canada:</u></p> <ul style="list-style-type: none"> <li>an overview of the political, economic and cultural composition of Canada</li> <li>identify the factors that lead to the power and influence of various regions</li> </ul> <p><u>Select examples of regional interests from the following:</u></p> <ul style="list-style-type: none"> <li>third parties</li> <li>Quebec separatism</li> <li>Quiet Revolution</li> <li>separatist movement</li> <li>demands for special status</li> <li>western alienation</li> <li>National Energy Policy</li> <li>northern development</li> <li>Atlantic fisheries</li> <li>West Coast and Pacific Rim</li> </ul> <p><u>Canada's constitutional structure and federal/provincial relations:</u></p> <ul style="list-style-type: none"> <li>The Constitution Act, 1982</li> <li>First Ministers' Conferences</li> <li>equalization policies</li> </ul>



GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme III: Identity</b></p> <p>Students should understand that:</p> <p>a) Canadians identify with both region and nation</p> <p>b) the Canadian identity is a matter of perception</p> <p>c) bilingualism and multiculturalism are fundamental to the Canadian identity</p>	<p>Canadian identity</p> <p>nationalism</p> <p>biculturalism</p> <p>bilingualism</p> <p>multiculturalism</p>	<p><u>The perception of Canadians by others:</u></p> <ul style="list-style-type: none"> <li>• reputation on the world scene <ul style="list-style-type: none"> <li>– living up to commitments; i.e., involvement in UN peacekeeping duties.</li> </ul> </li> </ul> <p><u>The perception we have of ourselves:</u></p> <ul style="list-style-type: none"> <li>• symbols of nationalism</li> <li>• self-concept <ul style="list-style-type: none"> <li>– culture</li> <li>– sports</li> </ul> </li> <li>• world recognition adds stature to Canada</li> <li>• forces of nationalism (positive and negative)</li> <li>• bilingual policies</li> <li>• multicultural policies</li> </ul>

---

## **SKILL OBJECTIVES**

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

### **PROCESS SKILLS**

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) acquire information using print, audio-visual and library resources
- b) record and organize information in note form
- c) analyze and evaluate information, including detecting bias and distinguishing fact from opinion
- d) interpret and summarize materials.

### **COMMUNICATION SKILLS**

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) present ideas through visual materials
- b) debate issues effectively
- c) express and defend ideas in written form
- d) report on research results.

### **PARTICIPATION SKILLS**

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) work at individual tasks in a group situation
- b) work together in proposing and discussing alternative solutions to issues
- c) cooperate in decision making.



---

## **INQUIRY STRATEGIES**

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) apply critical and creative thinking skills in problem solving and decision making
- b) develop the ability to propose and discuss alternative solutions to issues
- c) develop the skills necessary for composing an argumentative essay
- d) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

---

## ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should develop:

- a) respect for and an appreciation of the uniqueness of Canada
- b) appreciation of our evolving Canadian heritage
- c) openness to new ideas and opinions about the nature of Canadian society
- d) respect for the right of all Canadian citizens to express alternative points of view
- e) sensitivity to what being Canadian means to different people in different regions of Canada
- f) preference for peaceful resolution of conflict in personal relations and in society as a whole
- g) respect for the many cultural groups in Canada
- h) continuing interest in national, political, social and cultural affairs in Canada
- i) appreciation of Canada's role as a nation in an interdependent world.

# **SOCIAL STUDIES 10**

## **Topic B: Citizenship in Canada**

---

### **DESCRIPTION**

Responsible citizenship requires an understanding of the structure and function of government as well as willingness to exercise the rights and duties of citizenship in a changing Canadian society. Citizenship in a democratic country like Canada is based upon the assumption that people will be actively involved in decisions affecting the community and in protecting and respecting basic human rights.

### **CRITICAL AND CREATIVE THINKING**

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) examine the process whereby decisions affecting themselves and society are made
- b) design and evaluate alternative methods of providing for the protection of human rights in society
- c) examine how questions which involve the needs of the individual and the needs of the state are resolved.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

### **ISSUES AND QUESTIONS FOR INQUIRY**

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

#### Issues:

- a) Should elected representatives represent the views of their constituents or themselves?
- b) Should an individual be required to participate in political decision making?
- c) Should Canada pursue a leadership role in working for the protection of human rights?

#### Questions:

- d) How can citizens influence decision making by governments in Canada?
- e) What responsibilities does the individual have in Canadian society?
- f) How are human rights protected in Canada?

### **CONTENT OBJECTIVES**

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.



## KNOWLEDGE OBJECTIVES

The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<b>Theme I: Politics and Government</b>  Students should understand that:	The following concepts should be developed:	
a) politics are a feature of everyday life	decision making organization	<u>Examples of consensus, influence, negotiation and compromise at school, community, provincial and national levels (laws, services, etc.)</u>
b) the structure and functions of government in Canada are important	democracy  federalism  constitution  representative democracy responsible government  division of powers	<u>Representative democracy in Canada</u> <u>Election process</u> <u>Parliamentary system</u> <ul style="list-style-type: none"> <li>• federal</li> <li>• provincial</li> <li>• municipal</li> <li>• B.N.A. Act, 1867</li> <li>• The Constitution Act, 1982</li> <li>• party system</li> <li>• elections</li> <li>• constituency</li> <li>• majority and minority rights</li> <li>• role of the civil service</li> </ul> <ul style="list-style-type: none"> <li>• executive function</li> <li>• legislative function</li> <li>• judicial function</li> <li>• role of the               <ul style="list-style-type: none"> <li>- Monarch</li> <li>- Governor General</li> <li>- Prime Minister</li> <li>- Cabinet</li> <li>- Senate</li> <li>- House of Commons</li> <li>- Lieutenant-Governor</li> <li>- Premier</li> <li>- Legislative Assembly</li> <li>- Supreme Court</li> </ul> </li> </ul>



GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme II: continued</b></p> <p>c) political differences are resolved through a variety of approaches</p> <p><b>Theme III: Rights and Responsibilities</b></p> <p>Students should understand that:</p> <p>a) rights and responsibilities are associated with citizenship</p> <p>b) there are basic human rights which need to be protected</p>	<p>democratic process majority and minority rights negotiation and compromise</p> <p>rights freedoms justice equality</p> <p>responsibilities</p> <p>human rights discrimination prejudice</p>	<ul style="list-style-type: none"> <li>• legal system</li> <li>• federal/provincial conferences</li> <li>• royal commissions</li> <li>• arbitration</li> <li>• elections</li> <li>• plebiscite</li> </ul> <p><u>Rights:</u></p> <ul style="list-style-type: none"> <li>• human</li> <li>• civil</li> <li>• legal</li> <li>• minority</li> <li>• economic</li> <li>• cultural</li> <li>• language</li> <li>• political</li> </ul> <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> <li>• political <ul style="list-style-type: none"> <li>- franchise</li> </ul> </li> <li>• legal <ul style="list-style-type: none"> <li>- jury duty</li> </ul> </li> <li>• moral <ul style="list-style-type: none"> <li>- respect for the rights of others</li> </ul> </li> <li>• social <ul style="list-style-type: none"> <li>- participating in community activities; e.g., volunteering</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights</li> <li>• organizations dedicated to the protection of human rights; e.g., Amnesty International, Red Cross</li> <li>• examples of situations where human rights were not protected; e.g., Natives, Japanese internment, women, children, Holocaust</li> </ul>



GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme III: continued</b></p> <p>c) there are various means which help to protect and preserve rights in Canada</p>	<p>entrenchment of rights safeguarding rights</p>	<ul style="list-style-type: none"> <li>• Canadian Charter of Rights and Freedoms, 1982</li> <li>• Aboriginal Rights</li> <li>• Official Languages Act</li> <li>• Individual's Rights Protection Act</li> <li>• human rights commissions</li> <li>• ombudsmen</li> <li>• courts</li> <li>• media</li> </ul>

---

## **SKILL OBJECTIVES**

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

### **PROCESS SKILLS**

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) identify and use relevant information from print and non-print sources
- b) distinguish between fact and opinion
- c) analyze a variety of alternative positions on a problem or an issue
- d) recognize underlying assumptions on an issue.

### **COMMUNICATION SKILLS**

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) express themselves effectively in an oral presentation
- b) present ideas effectively in class discussion
- c) convey information and express ideas using a visual format
- d) defend a position in a short written assignment.

### **PARTICIPATION SKILLS**

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) interact effectively with others in a variety of group settings
- b) participate in group decision making
- c) choose appropriate strategies for bringing about change in society.

---

## INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) further develop the creative and critical thinking skills necessary for responsible citizenship
- b) develop the ability to consider alternatives, make decisions and substantiate their choices
- c) examine the processes whereby decisions affecting themselves and society are made
- d) propose and evaluate alternative decision-making models
- e) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

---

## ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should:

- a) develop an appreciation of the rights and responsibilities inherent in the democratic way of life
- b) develop a willingness to accept responsibility for the consequences of one's actions
- c) develop an appreciation of and a respect for the rights of others
- d) value peaceful resolution of conflict
- e) respect the rights of others to hold opinions different from one's own
- f) develop an appreciation of the fact that citizenship involves participation in the community and the nation.

## **SOCIAL STUDIES 13**

### **Canada in the Modern World**

**Topic A: Challenges for Canada in the 20th  
Century**

**Topic B: Citizenship in Canada**





## **SOCIAL STUDIES 13**

### **Topic A: Challenges for Canada in the 20th Century**

---

#### **DESCRIPTION**

Canada has evolved into a sovereign nation with a unique identity. In order for students to understand the development of their country as a nation and its role in the world community, students will examine some of the forces that have shaped Canada and the factors that give Canadians their unique identity. The object of this study is to provide students with the knowledge and skills necessary to participate more effectively as citizens of Canada and the world.

#### **CRITICAL AND CREATIVE THINKING**

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) assess the strengths and weaknesses of Canada as a nation
- b) assess the effect of regionalism on Canada
- c) understand why Canada has developed as a diverse community
- d) develop and analyze possible solutions to current challenges for Canada as a nation.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

#### **ISSUES AND QUESTIONS FOR INQUIRY**

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. In choosing the issue and question, one must fall under the national focus and one under the international focus. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

##### Issues:

- a) Should Canadians further encourage the development of a national identity? (national)
- b) Should Canada provide for her security by maintaining her membership in regional alliances? (international)
- c) How should Canada respond to current challenges/issues related to sovereignty? (national)
- d) Should Canadians become more involved with global issues? (international)

##### Questions:

- e) How have Canadians developed a sense of unity as a nation in spite of diversity? (national)
- f) Do regional differences contribute to or detract from the development of Canada? (national)
- g) What has Canada done to become a sovereign and secure nation while promoting cooperation with other nations? (international)
- h) How has Canada cooperated with other nations and international organizations? (international)

---

## CONTENT OBJECTIVES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

## KNOWLEDGE OBJECTIVES

Content for this unit has been organized under two subtopics: *Canada in the 20th Century* and *Canada in the World*. This parallels the division of issues and questions into national and international. The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

### Subtopic: Canada in the 20th Century

This subtopic has three themes: *Diversity, Unity, and Identity*.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme I: Diversity</b></p> <p>Students should understand that:</p> <p>a) Canada is a pluralistic community with different political, social, cultural and economic dimensions</p>	<p>The following concepts should be developed:</p> <p>pluralism</p> <p>regionalism</p> <p>disparity</p> <p>alienation</p>	<p><u>Identify the variety of political, religious, economic, ethnic and cultural groups in Canada</u></p> <p><u>Geography:</u></p> <ul style="list-style-type: none"> <li>• examples of: industrial/resource distribution</li> <li>• population distribution</li> </ul> <p><u>Socioeconomic indicators:</u></p> <ul style="list-style-type: none"> <li>• gross provincial product</li> <li>• per capita income</li> <li>• unemployment rate</li> <li>• training/educational levels</li> <li>• consumer price index</li> <li>• standard of living</li> </ul> <p><u>Select at least one historical political party to illustrate regional or group alienation:</u></p> <ul style="list-style-type: none"> <li>• Cooperative Commonwealth Federation</li> <li>• Union Nationale</li> <li>• Social Credit</li> <li>• Western Canada Concept</li> <li>• Progressives</li> <li>• Parti Quebecois</li> <li>• other</li> </ul>



## Subtopic: Canada in the World

This subtopic has three themes: *Sovereignty, Security and Cooperation.*

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<b>Theme I: Sovereignty</b>  Students should understand that:  a) Canada has evolved as a nation	independence  sovereignty	<u>Evolution of Canada toward a sovereign nation:</u> <ul style="list-style-type: none"> <li>• control of foreign policy decisions               <ul style="list-style-type: none"> <li>– declaration of war/WWI</li> <li>– Statute of Westminster</li> <li>– declaration of war/WWII</li> </ul> </li> <li>• Constitution Act, 1982</li> </ul> <u>Economic/cultural sovereignty</u> Choose one of the following for study: <ul style="list-style-type: none"> <li>• foreign investment</li> <li>• free trade</li> <li>• fishing limits</li> <li>• law of the sea</li> <li>• acid rain</li> <li>• Great Lakes pollution</li> <li>• Arctic sovereignty</li> <li>• media</li> <li>• other</li> </ul>
<b>Theme II: Security</b>  Students should understand that:  a) Canadian security has been achieved and is maintained through alliances, agreements and independent action	alliances	<u>Historical and current military involvements:</u> <ul style="list-style-type: none"> <li>• Canada in the British Empire</li> <li>• NATO</li> <li>• NORAD</li> <li>• independent action; i.e., entering WWII</li> </ul>
<b>Theme III: Cooperation</b>  Students should understand that:  a) Canada works cooperatively and collectively with other nations and within world community agencies and organizations	internationalism	<u>Select examples of Canada's international involvements i.e.:</u> <ul style="list-style-type: none"> <li>• United Nations               <ul style="list-style-type: none"> <li>– peace keeping</li> </ul> </li> <li>• foreign aid programs</li> <li>• Commonwealth</li> <li>• sports</li> </ul>



---

## **SKILL OBJECTIVES**

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

### **PROCESS SKILLS**

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) select appropriate sources of information on an issue
- b) organize and use information from a variety of sources including print and non-print
- c) identify bias in various sources
- d) compare a variety of viewpoints on issues
- e) take effective notes and summarize materials.

### **COMMUNICATION SKILLS**

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) express and defend ideas in written form
- b) express ideas in visual form by preparing materials for display
- c) discuss and defend a point of view
- d) report on research results.

### **PARTICIPATION SKILLS**

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) work at individual tasks in a group situation
- b) work together in proposing and discussing alternative solutions to issues
- c) cooperate in decision making.



---

## INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) apply critical and creative thinking skills in problem solving and decision making
- b) examine and consider alternatives before making a decision
- c) assess the consequences of taking a particular course of action
- d) evaluate the effect of a particular decision taken by the Government of Canada
- e) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

---

## ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry. In this unit, the students should develop:

- a) respect for and appreciation of the uniqueness of Canada
- b) appreciation of our evolving Canadian heritage
- c) openness to new ideas and opinions about the nature of Canadian society
- d) respect for the right of all Canadian citizens to express alternative points of view
- e) sensitivity to what being Canadian means to different people in different regions of Canada
- f) preference for peaceful resolution of conflict in personal relations and in society as a whole
- g) respect for the many cultural groups in Canada
- h) continuing interest in national, political, social and cultural affairs in Canada
- i) appreciation of Canada's role as a nation in an interdependent world.

# **SOCIAL STUDIES 13**

## **Topic B: Citizenship in Canada**

---

### **DESCRIPTION**

Responsible citizenship in a democratic society such as Canada's requires the understanding and the exercising of rights and responsibilities by individuals and groups. In this unit, students will gain an understanding of the rights and responsibilities of citizenship and the knowledge and skills necessary for participation in the Canadian political process and in Canadian society.

### **CRITICAL AND CREATIVE THINKING**

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) assess the strengths and weaknesses of Canada's democratic system
- b) evaluate the adequacy of human rights protection in Canada
- c) assess a variety of points of view on controversial citizenship issues before forming an opinion
- d) develop and examine possible solutions to current citizenship issues.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

### **ISSUES AND QUESTIONS FOR INQUIRY**

Students are encouraged to address several issues and questions for inquiry. In this topic, at least one question and one issue must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

#### Issues:

- a) To what extent should individual freedom be limited in order to benefit society?
- b) To what extent should citizens participate in their community?
- c) Should voting in elections be required by law?
- d) Should political representatives vote according to the views of their constituents or according to the position taken by their party?

#### Questions:

- e) What are the rights and responsibilities of a citizen in a democratic society?
- f) How is the balance between social control and the protection of individual freedom provided for in the Canadian system of government?
- g) How do individuals and groups influence the political decision-making process?
- h) Why is it necessary to have an informed public in a democratic society?

---

## CONTENT OBJECTIVES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. Sample instructional models are provided in the teacher support materials. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of the students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should not be addressed separately or sequentially; rather, they should be pursued simultaneously.

## KNOWLEDGE OBJECTIVES

The generalized objectives, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalized objectives are the key understandings within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme I: Rights and Responsibilities</b></p> <p>Students should understand that:</p> <p>a) there are rights and responsibilities associated with citizenship</p>	<p>The following concepts should be developed:</p> <p>responsibilities rights</p>	<ul style="list-style-type: none"> <li>• Canadian Charter of Rights and Freedoms, 1982</li> <li>• Individual Rights Protection Act</li> <li>• Alberta Human Rights Commission</li> <li>• examples of situations where individual freedoms or rights have been limited</li> <li>• legal system</li> </ul>
<p>b) the rights and responsibilities of individuals and groups in Canadian society have evolved and continue to change</p>	<p>discrimination prejudice tolerance</p>	<p><u>Choose at least one case study drawn from one of the following general areas:</u></p> <ul style="list-style-type: none"> <li>• aboriginal rights</li> <li>• children's rights</li> <li>• disabled persons' rights</li> <li>• ethnic minority rights</li> <li>• language rights</li> <li>• women's rights</li> <li>• workers' rights</li> </ul>
<p><b>Theme II: Government and Politics</b></p> <p>Students should understand that:</p> <p>a) politics are a feature of everyday life</p>	<p>decision making organization</p>	<p>Examples of consensus, influence, negotiation and compromise at school, community, provincial and national levels (laws, government, services, etc.)</p>



GENERALIZED OBJECTIVES	CONCEPTS	RELATED FACTS AND CONTENT
<p><b>Theme II continued:</b></p> <p>b) in order to function, Canada's government has a formal structure based on underlying rules and principles</p> <p>c) there are a variety of means used to resolve disagreements peacefully in democratic society</p>	<p>federal system democracy rule of law party system responsible government</p> <p>conflict cooperation justice</p>	<ul style="list-style-type: none"> <li>• constitutional monarchy</li> <li>• representative government</li> <li>• constitution</li> <li>• levels of government               <ul style="list-style-type: none"> <li>- federal</li> <li>- provincial</li> <li>- municipal</li> </ul> </li> <li>• branches of government               <ul style="list-style-type: none"> <li>- executive</li> <li>- legislative</li> <li>- judicial</li> </ul> </li> <li>• passage of a bill</li> <li>• major political parties               <ul style="list-style-type: none"> <li>- Liberal</li> <li>- Progressive Conservative</li> <li>- New Democratic Party</li> </ul> </li> </ul> <p><u>Choose at least one example of a resolution of either an historical or a current disagreement.</u></p> <ul style="list-style-type: none"> <li>• use of court appeals</li> <li>• plebiscites</li> <li>• political compromise</li> <li>• negotiation</li> <li>• arbitration</li> <li>• other</li> </ul>
<p><b>Theme III: Citizen Participation</b></p> <p>Students should understand that:</p> <p>a) citizens can be involved and participate in society</p>	<p>participatory citizenship</p>	<p><u>Examples of community involvement such as:</u></p> <ul style="list-style-type: none"> <li>• Rural/Neighbourhood Watch</li> <li>• Block Parent</li> <li>• Crimestoppers</li> <li>• service groups</li> <li>• volunteers</li> </ul>



---

## **SKILL OBJECTIVES**

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic, however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

### **PROCESS SKILLS**

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) identify and use relevant information from print and non-print sources
- b) distinguish between fact and opinion
- c) analyze a variety of proposed solutions to a problem or an issue
- d) organize material in note form.

### **COMMUNICATION SKILLS**

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) speak effectively in presenting a point of view
- b) discuss issues
- c) convey information and express ideas using a visual format
- d) defend a position in a short written assignment.

### **PARTICIPATION SKILLS**

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) interact with others in a variety of group settings
- b) participate in group decision making
- c) work effectively with others.

---

## INQUIRY STRATEGIES

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will:

- a) further develop the creative and critical thinking skills necessary for responsible citizenship
- b) develop the ability to consider alternatives, make decisions and substantiate their choices
- c) examine the processes whereby decisions affecting themselves and society are made
- d) use appropriate inquiry models to answer questions, solve problems and resolve issues (see page 3).

**NOT TO BE TAKEN FROM THIS ROOM**





